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# School Leader's Literacy Walkthrough

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Kindergarten, First, Second, and Third Grades

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August 2015

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FLORIDA CENTER for READING RESEARCH

This School Leader's Literacy Walkthrough was developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

## Introduction

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The **School Leader's Literacy Walkthrough** is designed to assist school leaders in observing specific research-based practices during literacy instruction (or students' independent use or application of those practices). This tool is based on rigorous research that indicates the most effective way to teach reading (see Foorman & Connor, 2011, and Foorman & Wanzek, 2015, for reviews) and is aligned to contemporary state standards. **This tool is not meant to be used in the evaluation of teachers.** Instead, the tool is intended to help school leaders enhance literacy instruction knowledge, communicate with teachers their expectations about literacy instruction, and establish consistent language regarding literacy content and instructional strategies. Further, the use of this tool can be the basis of productive communication and collaboration among school leaders and teachers and inform professional learning needs to improve student achievement in literacy.

## Overview of the Tool

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The tool includes three sections:

- ✓ Pre-Walkthrough Meeting Guide: The purpose of this one-page guide is to facilitate a productive conversation between the school leader who will conduct the walkthrough and the teacher who will be observed. The goal is for both the school leader and teacher to understand expectations as well as the context of the classroom and lesson prior to the walkthrough.
- ✓ Checklist: The checklist contains five pages—each focuses on a literacy component (i.e., Foundational Literacy Skills, Comprehension, Writing, Language, and Speaking & Listening) as well as the classroom environment. The checklist is used during the walkthrough.
- ✓ Post-Walkthrough Meeting Guide: This one-page guide allows the school leader to reflect on the walkthrough by answering four key questions. Additional questions are used to guide a collaborative conversation with the teacher. Lastly, an action plan is identified.

## Using the Tool

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This tool can be used for frequent 5-15-minute walkthroughs. It is designed to focus on either one literacy component (e.g., Foundational Skills) or multiple literacy components (e.g., Comprehension and Language). Skills/concepts demonstrated by the student that should be observed are listed on the tool. When students apply a skill/concept listed, the box next to that skill is checked.

Space is provided for the school leader to record evidence in the form of notes and reflections. These comments are paramount to the effective use of this tool. Comments made regarding Teacher Instruction, Student Learning, Instructional Materials, and the Classroom Environment will help guide the post-walkthrough meeting with the teacher. Examples of topics in which to focus comments include explicit instruction, differentiation, and pacing for Teacher Instruction; student engagement for Students; alignment to learning objective, accessibility, and organization for Instructional Materials; and classroom management and arrangement (e.g., small group/whole group) and transitions for Classroom Environment.

It is important to note that the skills and concepts listed on the tool are expected to be mastered by the end of the school year. Therefore, not every skill/concept will be observed during every walkthrough. Also, it is appropriate to see different instructional practices during each walkthrough throughout the year. A school leader may even plan to observe a specific literacy component (e.g., Writing) and inform the teacher prior to the pre-walkthrough meeting so the timing of the walkthrough will coincide with that component of instruction.

## Pre-Walkthrough Meeting Guide

Teacher:

Date/Time:

Pre-Walkthrough Guiding Questions		Pre-Walkthrough Notes
1. Does the teacher have a copy of the Walkthrough tool and has the school leader provided an overview of it?		
2. Which of the following reading components will be observed during the walkthrough?		
<input type="checkbox"/> Foundational Reading Skills <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Writing	<input type="checkbox"/> Language <input type="checkbox"/> Speaking & Listening	
3. Which standard(s) is this lesson designed to help students attain? What is the lesson's specific learning objective?		
4. What prior knowledge/skill is related to the learning objective of this lesson? Which data were used to determine this (if appropriate)?		
5. Are there any specific instructional strategies that will be implemented? Are any of the instructional strategies aligned with professional learning/instructional coaching?		
6. Which instructional materials will be used?		
7. What format/classroom organization will be used (e.g., whole group, small group)?		
8. How will students be asked to demonstrate that they have achieved the learning objective?		
9. How will the outcomes of this lesson and student learning impact subsequent instruction?		
10. How will instruction be differentiated to meet the needs of all learners?		
11. Does the teacher have any questions?		

The walkthrough will take place:

Date:

Time:

The post-walkthrough meeting will take place:

Date:

Time:

## Post-Walkthrough Meeting Guide

Teacher:

Date/Time:

School Leader Reflection Questions	Evidence/Reflection Notes
1. Which skills/concepts demonstrated by the students were a focus of the teacher's instructional practices?	
2. Did the teacher implement instructional practices in addition to those that would support skills/concepts on the checklist?	
3. Which instructional practice(s) can be continued/refined/scaffolded to achieve literacy learning goals (i.e., student mastery of skills and concepts listed on the checklist)?	
4. What coaching strategies can support the teacher's use or enhancement of the above noted key instructional practices?	
<input type="checkbox"/> Demonstration Lesson <input type="checkbox"/> Analysis of student work and data <input type="checkbox"/> Co-teaching	<input type="checkbox"/> Subsequent teacher observation <input type="checkbox"/> Collaborative planning <input type="checkbox"/> Other

## Reflection and Planning Meeting

Meeting Date:

Meeting Time:

School Leader & Teacher Discussion Questions	Meeting Notes
1. How do you think the lesson went? Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.)	
2. Did you implement instructional practices in addition to those that would support skills/concepts on the checklist? (Mention instructional practices noted for question #2 in table above.)	
3. What are the next learning goals for students to continue to make progress?	
4. What support do you need? (Mention coaching strategies from #4 in the table above.)	

## Action Planning

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date

Follow up on:

Date:

Time:

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# Kindergarten

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## School Leader's Literacy Walkthrough

<b>Foundational Reading Skills .....</b>	<b>2</b>
<b>Reading Comprehension .....</b>	<b>3</b>
<b>Writing .....</b>	<b>4</b>
<b>Language .....</b>	<b>5</b>
<b>Speaking and Listening .....</b>	<b>6</b>

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# Kindergarten Literacy Walkthrough: Foundational Reading Skills

Teacher:

Date/Time:

Skills/Concepts		Evidence		
Print Concepts		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Identify parts of a book			
<input type="checkbox"/>	Follow words from left to right, top to bottom, & page by page			
<input type="checkbox"/>	Recognize that spoken words are represented in written language by specific sequences of letters			
<input type="checkbox"/>	Recognize that print matches speech and written words are separated by spaces in print			
<input type="checkbox"/>	Recognize simple punctuation rules			
<input type="checkbox"/>	Recognize upper and lower case letters			
Phonological Awareness		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Count words in spoken sentence			
<input type="checkbox"/>	Recognize and produce rhyming words			
<input type="checkbox"/>	Pronounce & count syllables in spoken words			
<input type="checkbox"/>	Blend syllables into spoken words			
<input type="checkbox"/>	Segment syllables in spoken words			
<input type="checkbox"/>	Blend onsets and rimes of single-syllable spoken words			
<input type="checkbox"/>	Isolate & pronounce initial, medial & final phonemes in three-phoneme (CVC) words			
<input type="checkbox"/>	Add or substitute individual phonemes in simple, one-syllable words to make new words			
Phonics and Word Recognition		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Identify one-to-one letter-sound correspondences for each consonant			
<input type="checkbox"/>	Recognize long & short sounds with common spellings for the five major vowels			
<input type="checkbox"/>	Read common high-frequency words by sight			
<input type="checkbox"/>	Use an explicit decoding strategy to segment and blend simple words			
<input type="checkbox"/>	Distinguish between similarly spelled words by identifying differing sounds of letters			
Fluency		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Listen to the teacher read with speed, accuracy, and prosody during read-aloud			
<input type="checkbox"/>	Engage in shared reading activities			
<input type="checkbox"/>	Read emergent texts with purpose & understanding			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

# Kindergarten Literacy Walkthrough: Reading Comprehension

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
<b>Literature and Informational Text</b>		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Ask and answer questions about key details and unknown words in a text <input type="checkbox"/> Name the author and illustrator of a text and define the role of each <input type="checkbox"/> Describe the relationship between illustrations and the text in which they appear <input type="checkbox"/> Engage in group reading activities with purpose and understanding				
<b>Literary Texts</b>		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Retell familiar stories, including key details <input type="checkbox"/> Identify characters, settings, and major events in a story <input type="checkbox"/> Recognize common types of texts (e.g., storybooks, poems) <input type="checkbox"/> Recognize simple story grammar (e.g., setting, characters, problem, solution) <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories				
<b>Informational Text</b>		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Identify the main topic and retell key details <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information <input type="checkbox"/> Identify reasons an author gives to support points <input type="checkbox"/> Identify basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures) <input type="checkbox"/> Recognize different types of informational text structures				

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

# Kindergarten Literacy Walkthrough: Writing

Teacher:

Date/Time:

Skills/Concepts		Evidence		
Mechanics		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Print upper and lower case letters			
<input type="checkbox"/>	Capitalize the first word in a sentence and the pronoun I			
<input type="checkbox"/>	Recognize and name end punctuation			
<input type="checkbox"/>	Write the letter or letters for most consonant and short-vowel sounds			
<input type="checkbox"/>	Spell simple words (e.g., am, cut, sit) phonetically, drawing on knowledge of sound-letter relationships			
Process		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use a combination of drawing, dictating, and writing to compose opinion pieces: about a topic/name of the book and an opinion about the topic/book			
<input type="checkbox"/>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts: name the topic and some information about the topic			
<input type="checkbox"/>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened			
<input type="checkbox"/>	Respond to questions and suggestions and add details to strengthen writing with guidance and support from adults			
<input type="checkbox"/>	Explore a variety of digital tools to produce and publish writing and to collaborate with peers with guidance and support from adults			
<input type="checkbox"/>	Participate in shared research and writing projects			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				



# Kindergarten Literacy Walkthrough: Language

Teacher:

Date/Time:

Skills/Concepts		Evidence		
Conventions of Standard English		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Use frequently occurring nouns and verbs <input type="checkbox"/> Form regular plural nouns orally by adding /s/ or /es/ (e.g., cat, cats; dish, dishes) <input type="checkbox"/> Use question words (e.g., who, what, where, when, why, how) <input type="checkbox"/> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) <input type="checkbox"/> Elaborate on oral responses and speak in complete sentences				
Vocabulary		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Identify new meanings for familiar words and apply them accurately <input type="checkbox"/> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word <input type="checkbox"/> Sort common objects into categories (e.g., animals, colors, shapes) to gain a sense of the concepts the categories represent <input type="checkbox"/> Use frequently occurring verbs and adjectives by relating them to their opposites (antonyms) <input type="checkbox"/> Make real-life connections between words and their use <input type="checkbox"/> Distinguish shades of meaning among verbs describing the same general action (e.g., nibble, eat, gobble) by acting out the meanings <input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to text <input type="checkbox"/> Engage in shared reading activities <input type="checkbox"/> Read emergent texts with purpose & understanding				

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

# Kindergarten Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Speaking and Listening		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups <input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional details <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Continue a conversation through multiple exchanges <input type="checkbox"/> Confirm understanding of a text read aloud/information presented orally/other media by asking and answering questions about key details and requesting clarification if something is not understood <input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly provide additional detail <input type="checkbox"/> Add drawings or other visual displays to descriptions				

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

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# First Grade

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## School Leader's Literacy Walkthrough

<b>Foundational Reading Skills .....</b>	<b>2</b>
<b>Reading Comprehension .....</b>	<b>3</b>
<b>Writing .....</b>	<b>4</b>
<b>Language .....</b>	<b>5</b>
<b>Speaking and Listening .....</b>	<b>6</b>

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# First Grade Literacy Walkthrough: Foundational Reading Skills

Teacher:

Date/Time:

Skills/Concepts		Evidence		
<input type="checkbox"/>	<b>Print Concepts</b>	Teacher Instruction	Student Learning	Instructional Materials
	Identify features of a sentence			
<input type="checkbox"/>	<b>Phonological Awareness</b>	Teacher Instruction	Student Learning	Instructional Materials
	Distinguish long from short vowel sounds in spoken single-syllable words			
	Orally produce single-syllable words by blending individual sounds (e.g., /s/ /i/ /t/, sit)			
	Segment spoken single-syllable words into their sequence of individual sounds (e.g., mat, /m/ /a/ /t/)			
<input type="checkbox"/>	<b>Phonics and Word Recognition</b>	Teacher Instruction	Student Learning	Instructional Materials
	Use a decoding strategy for reading regular one-syllable words that includes segmenting and blending all letters and spelling patterns			
	Read common irregular words (e.g., there, because)			
	Apply letter-sound knowledge in reading and writing activities			
	Use spelling-sound correspondences for common consonant digraphs (e.g., ch-, th-, sh-)			
	Use the final -e rule to represent long vowel sounds to read and write words			
	Use common vowel team conventions (e.g., ea, oa, ee) for long vowel			
	Determine the number of syllables in a printed word by knowing that every syllable must have a vowel sound			
	Use syllable types to break words into syllables in order to decode two-syllable words			
	Read words with inflectional endings (e.g., -est, -ed, -ing)			
	Recognize and read grade-appropriate irregularly spelled words (e.g., would, once, talked)			
	Use manipulatives to practice the connection between phonemes and graphemes			
<input type="checkbox"/>	<b>Fluency</b>	Teacher Instruction	Student Learning	Instructional Materials
	Listen to the teacher read with speed, accuracy, and prosody			
	Read grade level texts with purpose and understanding			
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
	Reread and use context to confirm or self-correct word recognition and understanding			
<b>Classroom Environment</b>		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

# First Grade Literacy Walkthrough: Reading Comprehension

Teacher:

Date/Time:

Skills/Concepts		Evidence		
<div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	Literature and Informational Text	Teacher Instruction	Student Learning	Instructional Materials
	Identify the main topic and retell key details			
	Describe the connection between two individuals, events, ideas, or pieces of information			
	Identify reasons an author gives to support points			
	Distinguish between books that tell stories and books that provide information			
<div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	Literary Texts	Teacher Instruction	Student Learning	Instructional Materials
	Identify words and phrases that suggest feelings or appeal to the senses			
	Retell a story using details and its message/main idea			
	Use illustrations and key details to describe characters, settings, and major events in a story			
	Identify who is telling a story at different points in the text			
	Compare and contrast the adventures and experiences of characters in stories			
	Ask and answer questions about key details in a text			
<div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	Informational Text	Teacher Instruction	Student Learning	Instructional Materials
	Ask and answer questions about key details and to determine the meaning of words and phrases in a text			
	Identify the main idea and retell key details of a text			
	Describe the connection between two individuals, events, ideas, or pieces of information in a text			
	Use text features to locate information in a text			
	Use pictures or other illustrations and words in the text to describe its key ideas			
	Identify the reasons an author gives to support points in a text			
	Compare and contrast two texts on the same topic			
	Identify basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures)			
	Recognize different types of informational text structures			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

# First Grade Literacy Walkthrough: Writing

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Mechanics		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Print all upper- and lowercase letters			
<input type="checkbox"/>	Capitalize dates and names of people and punctuate the end of sentences			
<input type="checkbox"/>	Use a comma in dates and to separate single words in a series			
<input type="checkbox"/>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words			
Process		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Write opinions: introduce a topic/name of a book, state an opinion, a reason for that opinion, and provide closure/ending			
<input type="checkbox"/>	Write to inform/explain: name a topic, offer facts about the topic, and provide closure/ending			
<input type="checkbox"/>	Write narratives: provide an introduction, appropriately sequence events using details and temporal words (e.g., first, next, last), and provide closure/ending			
<input type="checkbox"/>	Focus writing on a topic and respond to questions and add details to writing			
<input type="checkbox"/>	Use a variety of digital tools to produce and publish writing			
<input type="checkbox"/>	Participate in shared research and writing projects			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

# First Grade Literacy Walkthrough: Language

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Conventions of Standard English		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use common, proper, and possessive nouns			
<input type="checkbox"/>	Use singular and plural nouns with matching verbs (e.g., she/plays; we/play)			
<input type="checkbox"/>	Use verbs to convey past, present, and future (e.g., Yesterday I played. Today I play. Tomorrow I will play.)			
<input type="checkbox"/>	Use frequently occurring adjectives			
<input type="checkbox"/>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their)			
<input type="checkbox"/>	Use frequently occurring conjunctions (e.g., or, so, because)			
<input type="checkbox"/>	Use frequently occurring prepositions (e.g., before, on, behind)			
Vocabulary		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use words in multiple contexts			
<input type="checkbox"/>	Use sentence-level context as a clue to the meaning of a word or phrase			
<input type="checkbox"/>	Use frequently occurring affixes as a clue to the meaning of a word			
<input type="checkbox"/>	Use frequently occurring root words (e.g., jump) and their inflectional forms (e.g., jumps, jumped, jumping)			
<input type="checkbox"/>	Sort words into categories			
<input type="checkbox"/>	Define words by category and by one or more key attributes (e.g., an elephant is an animal that has a trunk)			
<input type="checkbox"/>	Use real-life connections between words and their use			
<input type="checkbox"/>	Distinguish shades of meaning among verbs differing in manner (e.g., nibble, munch, eat, gobble) and adjectives differing in intensity (e.g., big, gigantic)			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

# First Grade Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Speaking and Listening		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Participate in collaborative conversations about first grade topics and texts with peers and adults in small and large groups <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Continue a conversation through multiple exchanges <input type="checkbox"/> Use complete sentences <input type="checkbox"/> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood <input type="checkbox"/> Describe familiar people, places, things, and events using relevant details and expressing ideas and feelings <input type="checkbox"/> Add visual aids when appropriate				

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	



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# Second Grade

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## School Leader's Literacy Walkthrough

<b>Foundational Reading Skills .....</b>	<b>2</b>
<b>Reading Comprehension .....</b>	<b>3</b>
<b>Writing .....</b>	<b>4</b>
<b>Language .....</b>	<b>5</b>
<b>Speaking and Listening .....</b>	<b>6</b>

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# Third Grade

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## School Leader's Literacy Walkthrough

<b>Foundational Reading Skills .....</b>	<b>2</b>
<b>Reading Comprehension .....</b>	<b>3</b>
<b>Writing .....</b>	<b>4</b>
<b>Language .....</b>	<b>5</b>
<b>Speaking and Listening .....</b>	<b>6</b>

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Third Grade Literacy Walkthrough: Foundational Reading Skills

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<div>Decode words with common Latin suffixes (e.g., -able, -ible, -ation)</div>			
<div>Listen to the teacher read with speed, accuracy, and prosody</div>			
<div>Reread and use context to confirm or self-correct word recognition to support understanding</div>			







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<div>Use the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences</div> <div>Form and use regular and irregular plural nouns</div> <div>Use abstract nouns (e.g., childhood)</div> <div>Form and use regular and irregular verbs</div> <div>Form and use simple verb tenses (e.g., I walked; I walk; I will walk)</div> <div>Form and use comparative and superlative adjectives and adverbs and how to choose between them depending on what is being modified</div> <div>Use subject-verb and pronoun-antecedent agreement</div> <div>Use coordinating and subordinating conjunctions</div> <div>Produce simple, compound, and complex sentences</div>			
<div>Use words in multiple contexts</div> <div>Use sentence-level context as a clue to the meaning of a word or phrase</div> <div>Use print and digital glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases</div> <div>Make connections between words and their use</div> <div>Determine the meaning of a new word when a known affix is added to a known word</div> <div>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., perturbed, mad, angry, furious)</div>			

